

Short Vowels A, E, I, O, U (page 9)



Materials:

- short vowel flashcards (a, e, i, o, u)
- letter flashcards Aa-Zz
- picture cards (ant, cat, egg, bed, igloo, fish, ox, fox, up, bug)
- 2 flyswatters
- page 9

Review: 7-10 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: “Letter?” Students: “A.”
 - Teacher: “Sound?” Students: “/a/.”
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- Show the **short vowel a, e, i, o and u** flashcards while saying the letter name and letter sound and have the students repeat
 - Teacher: “A, /a/ /a/ /a/” Students: “A, /a/ /a/ /a/”
 - Teacher: “E, /e/ /e/ /e/” Students: “E, /e/ /e/ /e/”
 - Teacher: “I, /i/ /i/ /i/” Students: “I, /i/ /i/ /i/”
 - Teacher: “O, /o/ /o/ /o/” Students: “O, /o/ /o/ /o/”
 - Teacher: “U, /u/ /u/ /u/” Students: “U, /u/ /u/ /u/”
- Show the picture cards for the words that have the short vowel sounds and say the name of the picture, emphasizing the short vowel sound and have the students repeat
 - Teacher: “/a/ /a/ ant”; students repeat
 - Teacher: “/a/ /a/ cat”; students repeat
 - Teacher: “/e/ /e/ egg”; students repeat
 - Teacher: “/e/ /e/ bed”; students repeat
 - Teacher: “/i/ /i/ igloo”; students repeat
 - Teacher: “/i/ /i/ fish”; students repeat
 - Teacher: “/o/ /o/ ox”; students repeat

- Teacher: “/o/ /o/ fox”; students repeat
- Teacher: “/u/ /u/ up”; students repeat
- Teacher: “/u/ /u/ bug”; students repeat

Modeling: 5 minutes

- Assign a motion for each vowel sound:
 - short a – clap
 - short e – get excited
 - short i – kiss with your lips
 - short o – hop with your hands on top of your head
 - short u – jump up and down
- Show the students a picture card from the short vowel flashcards you used in the review part of the lesson.
- Teacher: “/u/ /u/ up”; students repeat
- Students then do the motion that matches the short vowel sound they hear
 - *Hint:* You may want to make and display some symbols or pictures to help them remember what motion to do for each sound.
- Repeat with other picture cards and vowel sounds.

Guided Practice: 5-7 minutes

- Spread all the picture cards out from the review part of the lesson on the floor.
- Play Flyswatter Game.
 - Give two students a flyswatter.
 - The students walk around the pictures that are placed on the floor with the flyswatters behind their backs. Make sure they are not walking on the cards, but around them in a circle.
 - Teacher calls out one of the words from the picture cards on the floor. The students search for the card and then hit it with their flyswatters, saying the word as they do.
 - Give the flyswatters to two new students and start again.
- Continue play until all the cards have been swatted or all the students have had a turn.

Independent Practice: 5 minutes

- Review the **short vowel u** flashcard and picture cards.
 - Teacher: “U /u/ /u/ /u/”; students repeat
 - Teacher: “/u/ /u/ up”; students repeat
 - Teacher: “/u/ /u/ bug”; students repeat
- Explain how to do page 9.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 9 to each student.
 - Students may not all be ready to write the letters without dotted lines. You can draw your own dotted lines for them to trace if it is needed.

Assessment: (during Independent Practice)

- As the students are completing page 9, monitor and give guidance/support/correction/praise, as needed.
- Use page 9 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review each picture card.
 - Teacher: “/a/ /a/ ant”; students repeat
 - Teacher: “/a/ /a/ cat”; students repeat
 - Teacher: “/e/ /e/ egg”; students repeat
 - Teacher: “/e/ /e/ bed”; students repeat
 - Teacher: “/i/ /i/ igloo”; students repeat
 - Teacher: “/i/ /i/ fish”; students repeat
 - Teacher: “/o/ /o/ ox”; students repeat
 - Teacher: “/o/ /o/ fox”; students repeat
 - Teacher: “/u/ /u/ up”; students repeat
 - Teacher: “/u/ /u/ bug”; students repeat

